

The Chinese University of Hong Kong
MA in Intercultural Studies
CULS 5224
Discourse on Hong Kong, Hong Kong Discourse
(Tentative)

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Time & Venue: Mon 6:45-9:30pm; CKB UG05

Consultation: By appointment

Course Description

We have been told for a long time that Hong Kong developed rapidly from a small village into an international metropolis from the colonial government's perspective, and now the "Asia World City" in the officially accepted branding. But what kinds of developments that Hong Kong had been through? What does it mean to be an Asian world city? Are there any ideological implications, alternative stories, or omitted historical events covered under the officially well-narrated "Hong Kong Stories"? The course aims to revisit discourses of Hong Kong, including but not limited to colonial and post-colonial, marginality and hybridity of Hong Kong, the production of socio-cultural and national identity, and Hong Kong's strategic position during and after the Cold War. The course also aims to open up the discussion between Hong Kong and global issues, such as the precarious lives in Hong Kong, Queer Asia, the global south and oceanic discourses, and the current debate on diasporic communities. Through weekly readings and discussions, students can gain an understanding of Hong Kong's changing political dynamics and cultural struggles.

香港雖然只是世界上的一個小城市，然而，卻在各種歷史、政經、文化脈絡裡成為不可或缺的一員。它曾經是英國殖民地、在帝國邊陲卻成為清末民初革命基地、日本大東亞藍圖裡的戰略地點、冷戰時期的間諜之都和冷戰場、國際左翼運動的交匯地、新冷戰時期的角力場。面對這樣一個現代化資本城市（或新界郊區，與南洋海域），我們應該如何理解關於它的種種說法，以應對當下？本課程將從不同視角梳理香港論述，包括：歷史、文化、性別、本土、全球視野。與此同時，課程亦關心全球關注的論述如何在香港發生，例如危脆生命、社會運動、全球南方、海洋論述等等。同學修讀本課程後，將會由淺入深地瞭解並反思閱讀香港的方式。

Learning Outcomes

- **Trace and Recognise** critical issues of the cultural politics of Hong Kong.
- **Acquire and list** necessary tools and methodologies in cultural studies to engage with the discussion of Hong Kong.
- **Analyze and evaluate** the politics and ideological implications of critical issues related to Hong Kong.
- **Theorize** the cultural politics of Hong Kong and its relation to Chinese Studies, Asia Studies, and its challenges to world cultural politics.
- **Reflect** on contemporary Hong Kong political and socio-cultural issues.

Course Content

Part I Theorising Hong Kong

Lesson 1 The “Stories” of Hong Kong

John Carroll, *A Concise History of Hong Kong* (Hong Kong: Hong Kong University Press, 2007), pp. 1-7; pp. 63-88.

也斯：〈香港的故事為什麼那麼難說〉，載張美君、朱耀偉編：《香港文學@文化研究》（香港：牛津大學出版社，2001），頁11—29。

Shu-mei, Shih, “After National Allegory,” *Visuality and Identity: Sinophone Articulations Across the Pacific*, pp. 140–164.

Ho-fung, Hung, “City on the Edge: Hong Kong under Chinese Rule, Cambridge University Press, Year: 2022 孔誥烽著、程向剛譯：〈在帝國的邊緣，1197–1997〉，《邊際危城：資本、帝國與抵抗視野下的香港》（台灣：左岸，2022年），頁45–67。

Lesson 2 Hong Kong as “Method”

陳冠中：〈香港作為方法—都市神韻〉，載《我這一代香港人》（香港：牛津大學出版社，2005）。

朱耀偉：〈香港（研究）作為方法—關於「香港論述」的可能性〉，《二十一世紀》，頁48—63。

Pang Laikwan, “Chapter 6 Right to the City,” *The Appearing Demos: Hong Kong During and After the Umbrella Movement* (Ann Arbor: University of Michigan Press, 2020)

****Keywords on Hong Kong Workshop 1****

Part II Hong Kong as Strategic Fields

Lesson 3 Hong Kong at the Margin of the Empires

羅永生：《勾結共謀的殖民權力》（Selected Chapters）

John Carroll, “Colonialism, Nationalism, and Identity in Pre-1949 Hong Kong”, *Journal of Oriental Studies*, Vol. 39, no.2., Oct 2005, p. 146-64.

東洋經濟新報社編，王琪、張利軍譯：〈大東亞戰爭和香港的新生〉，《軍政下的香港——新生的大東亞核心》（香港：三聯出版社，2020年），頁2–13。

Lesson 4 HK as Cold War’s Cold Battlefield

羅永生：〈香港殖民主義（去）政治與文化冷戰〉，《台灣社會研究季刊》第67期，2007，頁259-277。

Shuen Shen, “Empire of Information: The Asia Foundation’s Network and Chinese-Language Cultural Production in Hong Kong and Southeast Asia”

Pan Lu (2022) “New Left without Old Left: The 70’s Biweekly and Youth Activism in 1970s Hong Kong,” *Modern China*: 1–33.

****Keywords on Hong Kong Workshop 2****

Lesson 5 (Re)Production of a “Cultural Chinese” Identity

陳國球：〈收編香港：中國文學史裡的香港文學〉

盧瑋鑾：〈香港文學研究的幾個問題〉，《香港文學》（第 48 期）。

陳冠中《中國天朝主義與香港》(Selected Chapters)

葉蔭聰：〈「本地人」從哪里來？——從《中國學生周報》看六十年代的香港想像〉，載于羅永生編：《誰的城市？戰後香港的公民文化與政治論述》，香港：牛津大學出版社，1997。

Lesson 6 Hong Kong (in China) Research

Emilie Yueh-yu Yeh and Shi-yan Chao, “Policy and Creative Strategies: Hong Kong CEPA Films in the China Market”

Mirana May Szeto and Yun-chung Chen, “Hong Kong Cinema in the Age of Neoliberalization and Mainlandization: Hong Kong SAR New Wave as a Cinema of Anxiety”

Yiu Fai Chow (2009) “Me and the dragon: a lyrical enghagement with the politics of Chineseness,” *Inter-Asia Cultural Studies*, 10:4, 544-564

Chu Yiu-wai (2020) “Hong Kong (in China) studies: Hong Kong popular culture as example,” *Global Media and China* 2020, Vol. 5(2) 109–123.

****1st discussion panel****

Part III Precarious Life in Hong Kong

Lesson 7 On the concept of “Refugee” and Ethics Minorities Social Groups

Gordon Mathews, “Future,” *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*

馬傑偉：〈香港重現：「跨境文化政治」〉，《邊城對話：香港·中國·邊緣·邊界》（香港：香港中文大學出版社，2013年）頁 259–274。

譚迪詩：〈人口與公民之間：在港菲律賓人的困境〉，《再見亞洲：全球化時代的解構與重建》（香港：香港中文大學出版社，2014年），頁 195–204。

Lesson 8 Queering Hong Kong

Shiu-Ki, Travis Kong, “Queer at Your Own Risk: Marginality, Community and Hong Kong Gay Male Bodies”

Wong Alvin, “Including China? Postcolonial Hong Kong, Sinophone Studies, and the Gendered Geopolitics of China-centrism”

****2nd discussion panel****

Part IV Hong Kong in Movements

Lesson 9 Conservation, Localism, and Nationalism

葉蔭聰：〈保育運動：有關天星碼頭、皇后碼頭與「本土行動」的研究〉，《為當下懷舊：文化保育的前世今生》（香港：香港中文大學香港亞太研究所，2010年6月），頁 27–52。

羅永生：〈香港本土意識的前世今生〉，*Cultural Studies@Lingnan*, Vol.45.

Sebastian Veg, “The Rise of ‘Localism’ and Civic Identity in Post-handover Hong Kong: Questioning the Chinese Nation-state”, *The China Quarterly*, Vol. 230, June 2017, pp. 323-347.

Lesson 10 “City on the Edge”

Pang Laikwan, *The Appearing Demos: Hong Kong During and After the Umbrella Movement* (Ann Arbor: University of Michigan Press, 2020) (Selected Chapters)
馬嶽：《反抗的共同體：二〇一九香港反送中運動》台灣：左岸文化，2020年。
(Selected Chapters)

****3rd discussion panel****

Part V Hong Kong in Global

Lesson 11 Hong Kong in Asia

陳冠中：〈雜種城市與世界主義〉，《移動的邊界》(台北：Net and Books，2005)，頁243-266。

Shu-mei Shih, “After National Allegory”

Shen, Simon. (2010). “Re-branding without re-developing: Constraints of Hong Kong's 'Asia's World City' brand (1997-2007).” *Pacific Review*, 23(2), 203–224.

Lesson 12 Global South, and the Oceanic Hong Kong

Rey Chow, “Things, Common/Places, Passages of the Port City”, *Ethics after Idealism* (Bloomington: Indiana University Press, 1998), p.168-178 (Chapter 10).

羅貴祥：〈從海盜邦到耕作村：國家主權下香港的海岸與農地敘述〉，《文化研究》(第二十三期，2016年)，頁127—140。

Lesson 13 Conclusion: Hong Kong in Diaspora(?)

Hung Ho-Fung (2022) “Conclusion: Endgame or New Beginning?” *City on the Edge: Hong Kong under Chinese Rule*, Cambridge: Cambridge University Press, pp. 198–209.

Fong, Brian C. H. (2022). Diaspora formation and mobilisation: The emerging Hong Kong diaspora in the anti-extradition bill movement. *Nations and Nationalism*, 28(3), 1061–1079.

****4th discussion panel****

Assessment methods

1. Class participation (10%)

Class attendance, responding to questions from instructor and contributing to class discussions and giving constructive feedbacks to students' presentations during tutorials. Students are encouraged to share their ideas and experiences through class discussions, class/group activities in the context of the teaching plan.

2. Group Presentation (20%)

Students are required to conduct a group research project as well as giving a group presentation. The group project will be assessed through two main components:

- (1) An in-class oral presentation within 20 minutes
- (2) Presentation slideshows (not less than 20 pages)

3. Course works (30%)

- Attending **four sessions of discussion panel** with constructive inputs (20%, with 5% per panel)
- “Keywords of Hong Kong” in-class exercise (10%)

Students are required to write a correspondence short essay (1000-1200 words in English or 2000 words in Chinese) to the assigned reading(s)/current issue(s). Details will be announced during class.

4. Final paper (40%)

Students are required to writing a critical socio-cultural review on Hong Kong with a specific research focus that is aligned with this course:

- (1) Prepare a one-page outline with tentative paper topic and we will have consultation on lesson 10
- (2) A final paper in Chinese **OR** English with a proper reference list included. The length of the submission:
Chinese: a minimum of 3500 and a maximum of 5000 with double-line spacing (excluding references and appendices)
English: a minimum of 8 pages and a maximum of 15 pages with double-line spacing (excluding references and appendices)

*The instructor reserves the right of not grading any late submission, or to mark down the late submission for one point grade. No paper will be accepted after grade submission.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are

aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT)*.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty*.

In case of queries, students should seek advice from the course teacher.